

Background

The California Reading Initiative (CRI) is an on-going, multi-faceted effort to improve the reading achievement and literacy levels of California's students. This collaborative initiative involves the leadership and support of many of California's policy making entities (the Governor, the Legislature, the State Board of Education, the State Superintendent of Public Instruction, the Commission on Teacher Credentialing) and many educational associations. At the time of this publication, there were at least twelve interrelated components of the California Reading Initiative. They are:

1. Reduction of class size in grades K-3, dropping student-teacher ratios to 20:1.
2. Adoption of basic instructional materials in grades K-8 anchored to the California English-Language Arts Content Standards.
3. Special funding to purchase core instructional materials for grades K-3 (1996-98), from the State Board adopted list (December 1996), which meet AB 3482 requirements; and for grades K-8 (1999-2005), from the State Board adopted list (July 1999), which meet AB 2041 and AB 2519 requirements.
4. Staff development for new and practicing teachers, as well as district and school-site administrators, that follow the training elements as specified in AB 3482 and AB 1086.
5. Partnerships with accredited colleges and universities to improve the preservice preparation of teachers in reading instruction, K-8.
6. Development and administration of a new teacher credential requirement that includes satisfactory completion of a comprehensive Reading Instruction Competency Assessment (RICA), beginning October 1, 1998.
7. Participation by school board members, administrators, and teacher leaders in the AB 3482 Comprehensive Reading Leadership Training Program (1997-98).
8. Adoption by the State Board of Education of the English-Language Arts Standards (December 1997), which set grade level mastery standards for reading, writing, speaking, and listening, required for all K-12 students.
9. Adoption by the State Board of Education of the Reading/Language Arts Curriculum Framework (December 1998), which serves as the blueprint for instruction based on the California English-Language Arts Content Standards as required by SB 376 (Ed. Code Section 60605(f)).
10. Adoption and establishment of the Standardized Testing and Reporting (STAR) Program as required by SB 376 (Ed. Code Section 60605 (b)(2)) which specifies that all students in grades two through eight must be tested in the basic skills of reading, spelling, language, and mathematics; and that the State Board of Education designated test, *Stanford Achievement Test* (Ninth Edition, Form T, published by Harcourt Brace) provide individual student scores to be reported to parents and posted on the Internet by June 30 of each year (beginning in the spring of 1998). The bill also specifies that the program include an augmented test (criterion-referenced) which reports individual student scores for performance on the English-Language Arts Standards (beginning in the spring of 1999).

Preface

February 1999

11. Special funding for systems of support and resources, which include these programs: the California Public School Library Act of 1998 (AB 1656, AB 862) to increase funds for acquiring school library books; Student Academic (Service) Partnership Program (SB 316, Chapter 811, Statutes of 1997) to enable school districts to form partnerships with colleges and universities to provide preservice training and secure tutoring assistance focused on meeting standards in reading and writing for students in grades K-6.
12. Development of the initiative “Raising Expectations, Achievement and Development (READ) in Schools” as proposed by Governor Gray Davis. This AB 2X Reading Initiative (Mazzoni) has four essential elements: (1) instruction for students; (2) training and professional development for teachers and principals; (3) rewards for schools where reading is emphasized; and (4) a community involvement campaign to promote reading.

This **Guide to the California Reading Initiative** offers a glance at the key documents that have been published by the California State Board of Education, the California Department of Education, and the California Institute for Education Reform. In addition, it outlines the significant parts of legislation and funding sources associated with the Initiative. The Guide is organized into three sections:

One: **Overview of the Publications**

A brief description of the major documents are provided with information on how to acquire a copy.

Two: **Definitions and Research Findings**

The key definitions and research findings for the reading instructional components in K-3 and 4-8 reading are included. While the citations are selective, they offer information on what teachers need to know and be able to do when teaching students to read, write, and spell; and why it is important that teachers teach all of the key instructional components.

Three: **Legislation and Funding Sources**

All the important parts of legislation and funding sources are highlighted. These sources are organized by the following categories: instructional materials, professional development (preservice and in-service), class size reduction, and teacher credentialing.

Every Child a Reader***The Report of the California Reading Task Force***

In May 1995, State Superintendent of Public Instruction Delaine Eastin called for the formation of a task force on reading. Its task was to be responsive to the apparent crisis in the reading performance of fourth graders as reported in the 1994 National Assessment of Educational Progress.

The task force reviewed research materials and received testimony from various reading researchers and pedagogical experts about what an effective, comprehensive approach to reading must include. The report cites that such an approach should include: (1) a strong literature, language, and comprehension program that includes a balance of oral and written language; (2) an organized, explicit skills program that includes phoneme awareness (sounds in words), phonics, and decoding skills to address the needs of the emergent reader; (3) ongoing diagnosis that informs teaching and assessment in order to ensure accountability; and, (4) a powerful early intervention program that provides individual tutoring for children at risk of reading failure.

Published by: California Department of Education
Sacramento, CA, 1995

Order From:

Bureau of Publications, Sales Unit
California Department of Education
P.O. Box 271
Sacramento, CA 95812-0271
Phone 1-800-995-4099
Fax 916-323-0823

Cost: \$4.50

Teaching Reading***A Balanced, Comprehensive Approach to Teaching Reading in Prekindergarten Through Grade Three*****Reading Program Advisory**

State Superintendent of Public Instruction,
California State Board of Education, and
California Commission on Teacher Credentialing

The program advisory, *Teaching Reading*, published in Spring 1996, establishes that there is sufficient guidance now available from research about how children learn to read and about how successful reading programs work to ensure that virtually every child can learn to read well by the end of third grade. The advisory contains two sections. Part I focuses on the components of a complete program of early reading instruction, with specific guidance in systematic, explicit skills instruction and other essential components of an early reading program, including classroom diagnosis, program assessment, and early intervention strategies. Such a program also includes family-school partnerships that support student learning and home learning. Part II recommends instructional guidance and support by addressing the planning necessary to support classroom implementation, developing local standards, and providing ongoing professional development.

Published by: California Department of Education
Sacramento, CA, 1995

Order From:

Bureau of Publications, Sales Unit
California Department of Education
P.O. Box 271
Sacramento, CA 95812-0271
Phone 1-800-995-4099
Fax 916-323-0823

Cost: \$5.75

SECTION ONE**Publications**

**Building A Powerful Reading Program:
From Research to Practice**

A discussion sponsored by:

**The California Education Policy Seminar and
The California State University Institute
for Education Reform, February, 1996**

In February 1996, The California Education Policy Seminar and the California State University Institute for Education Reform sponsored a seminar that focused on how to create powerful reading programs for all of California's students. Participants listened and responded to presentations by outstanding practitioners and researchers in the field of reading. This document highlights the seminar discussions and provides an extensive summary of the key findings of research, a description of effective classroom and school practices, and makes recommendations for professional development and use of resources.

Published by: Institute for Education Reform
California State University
Sacramento, CA, 1996

Order From:

CSU Center for the Improvement of
Reading Instruction
CSU Sacramento
6000 J Street
Sacramento, California 95819-6018

Cost: NA

May be downloaded from the following web site:
<http://www.csus.edu.ier>

Learning To Read

Components of Beginning Reading Instruction, K-3

**The California Board of Education, for the AB 3482
Comprehensive Reading Leadership Program**

In April 1997, the AB 3482 Comprehensive Reading Leadership Program, developed under contract with the Sacramento County Office of Education, was available to school board members, district administrators, and teacher leaders. Over 120 certified trainers in eleven regions of the state provided a two-day workshop, (available through June 30, 1998). The revised version is prepared as a text. It includes most of the material in the original version, with additional information on the state content standards and state curriculum framework. The key modules of the text cover the scientific research underlying the Initiative; the structure of the English language; ways to prevent reading failure; assessment of student progress, and the considerations for selection of appropriate instructional materials. The references to the research and other materials are extensive.

Published by: Sacramento County Office of Education

Order From:

California Reading Initiative Center
Sacramento County Office of Education
9738 Lincoln Village Drive
Sacramento, California 95827-3399
Phone 916-228-2425
Fax 916-228-2444

Cost: \$15.00

May be downloaded from the following web site:
<http://www.csbe.ca.gov>

**A Blueprint For Professional
Development**

**The California State Board of Education, for the
AB 3482 Comprehensive Reading Leadership
Program**

This publication, revised from the original version under the sponsorship of the Curriculum and Instruction Steering Committee of the California County Superintendents Educational Services Association, is authored by Louisa Cook Moats, noted national expert on beginning reading and teacher training. This unique book highlights what a teacher of beginning reading (K-3) needs to know and do about teaching phoneme awareness, letter names and shapes, systematic explicit phonics, spelling, vocabulary development, and comprehension.

Published by: Sacramento County Office of Education

Order From:

California Reading Initiative Center
Sacramento County Office of Education
9738 Lincoln Village Drive
Sacramento, California 95827-3399
Phone 916-228-2425
Fax 916-228-2444

Cost: \$6.25

May be downloaded from the following web site:
<http://www.csbe.ca.gov>

Read All About It!

Readings to Inform the Profession

The California State Board of Education

This collection of readings is intended to inform the professional about the research that supports the California Reading Initiative. Under Goals 2000 (Budget Act of 1997-98, Chapter 282, Section J), the State Board of Education contracted with the Sacramento County Office of Education to establish a depository of materials associated with research studies meeting the definition of research-based as specified in AB 3482 and AB 1086. This anthology of research papers, articles, and summaries required copyright permission to reproduce, and is organized by these topics:

School's First Mission
Defining Scientific Research
Phoneme Awareness and Letter Knowledge
Decoding Sounds and Words
Assessment
Building Fluency
Vocabulary: Word Meaning
Word Study: Spelling, Syllables, Morphemes
Comprehension Strategies
Reading Independently to Learn
Foundations for Teacher Education

Published by: Sacramento County Office of Education

Order From:

California Reading Initiative Center
Sacramento County Office of Education
9738 Lincoln Village Drive
Sacramento, California 95827-3399
Phone 916-228-2425
Fax 916-228-2444

Cost: \$30.00

English-Language Arts Content Standards for California Public Schools

Kindergarten Through Grade Twelve

The California State Board of Education

In December 1997, the State Board of Education adopted the English-Language Arts Content Standards. The standards describe the content students should master by the end of each grade level in several domains:

- Reading
 - Word Analysis, Fluency and Systematic Vocabulary Development
 - Reading Comprehension
 - Literary Response and Analysis
- Writing
 - Writing Strategies
 - Writing Applications
- Written and Oral Language Conventions
- Listening and Speaking

Both the standards and the framework give special emphasis to continuity and progression in the language arts curriculum and to the reality that standards in earlier grades are building blocks for proficiency in later grades.

Published by: California Department of Education
Sacramento, CA, 1995

Order From:

Bureau of Publications, Sales Unit
California Department of Education
P.O. Box 271
Sacramento, CA 95812-0271
Fax 916-323-0823
Phone 1-800-995-4099

Cost: \$9.25

May be downloaded from the following web site:
<http://goldmine.cde.ca.gov/>

California Reading/Language Arts Framework

The California State Board of Education

In December 1998, the State Board of Education adopted the Framework which offers a blueprint for implementing the *English-Language Arts Content Standards*. It describes how a standards-based system of curricular and instructional programs works to accelerate and sustain early and continued reading-language arts achievement of all students in California's public education system.

This blueprint replaces the 1987 *English-Language Arts Framework* and relies heavily on the converging research base in beginning reading — to ensure that all students can read at grade level at least by the end of third grade.

In alignment with the state content standards [required in Education Code Section 60605(f)], this framework addresses reading, writing, speaking, and listening, for the full range of learners and across the full kindergarten through grade twelve educational span. It elaborates upon these standards and describes the curriculum and instruction necessary to help students achieve the levels of mastery.

Published by: California Department of Education
Sacramento, CA, 1995

Order From:

Bureau of Publications, Sales Unit
California Department of Education
P.O. Box 271
Sacramento, CA 95812-0271
Fax 916-323-0823
Phone 1-800-995-4099

Cost: \$15.00

May be downloaded from the following web site:
<http://goldmine.cde.ca.gov/>

Phonemic Awareness

DEFINITIONS

Phoneme awareness is the understanding that spoken words and syllables are themselves made up of sequences of elementary speech sounds. This understanding is essential for learning to read an alphabetic language because it is these elementary sounds or phonemes that letters represent. Without phoneme awareness, phonics can make no sense, and the spellings of words can be learned only by rote.

In the early stages of its development, phoneme awareness does not involve written letters or words and is, therefore, not synonymous with phonics. In later stages, however, work on phoneme awareness and phonics appears to be mutually reinforcing.

Teaching Reading, p. 4

Phoneme awareness instruction means teaching awareness of words, syllables, and phonemes along a developmental progression, and includes rhyming, recognition and production, blending and matching of phonemes, segmentation, and substitution.

AB 1086 Definition

RESEARCH FINDINGS

Research has identified phoneme awareness as central in learning to read and spell (Ehri, 1992). It is more highly related to reading than tests of general intelligence, reading readiness, and listening comprehension (Stanovich, 1986; Stanovich, Cunningham & Cramer, 1984).

The lack of phoneme awareness is the most powerful determinant of the likelihood of failure to learn to read because of its importance in learning the English alphabetic system or how print represents spoken words. If children cannot hear and manipulate the sounds in spoken words, they have an extremely difficult time learning how to map those sounds to letters and letter patterns — the essence of decoding (Adams, 1990).

Research has shown that about twenty minutes a day,

three to four times a week, will result in dramatic improvement for students who need further development in phoneme awareness (Lyon, 1994).

Building a Powerful Reading Program, pp. 3, 9

Letter Names and Shapes

DEFINITIONS

Familiarity with the letters of the alphabet and their shapes is a powerful predictor of early reading success. Until children can quickly recognize letters, they cannot begin to appreciate that all words are made of sequences and patterns of letters.

Until children can comfortably discriminate the shape of one letter from another, there is no point in teaching letter-sound pairings. Encouraging young children to produce temporary spellings is a powerful means of developing phoneme awareness; yet children will not write willingly until they can form the letters with adequate ease and to their own satisfaction. Knowledge of the letter names is important, too, for it is shown to be a major means by which children recall or generate the sounds of letters in their independent reading and writing.

Because the names and shapes of the letters in English are very similar to one another, their learning is best fostered through numerous guided and playful exposures to the alphabet. Across the prekindergarten and kindergarten years, teachers should create many opportunities to engage their students with the names, shapes, and formation of the letters of the alphabet.

Teaching Reading, p. 5

RESEARCH FINDINGS

Research suggests important points to consider when teaching the alphabet:

- Teach upper- and lower-case letters separately.
- Begin with upper-case letters in preschool. (However, since the ability to read lower-case letters is more

important for reading text, it may be wiser to emphasize the lower-case letters when working with first graders with little letter knowledge.)

- Incorporate printing into instruction in letters as a powerful means of developing letter recognition.
- Use letter/keyword/picture displays when introducing letter-sound instruction (Adams, 1990).

Building a Powerful Reading Program, p. 10

Systematic Explicit Phonics

DEFINITIONS

Systematic explicit phonics instruction means an organized, sequential program in which letter-sound correspondence for letters and letter clusters are directly taught and blended, practiced in words, word lists, and word families, and practiced in “decodable text.” Decodable text means reading material in which a high percentage of words are linked to phonics lessons. Systematic explicit phonics instruction builds from basic elements to complex patterns and teachers provide prompt and explicit feedback. Systematic explicit phonics instruction does not mean “embedded phonics instruction” which is ad hoc instruction in phonics based on a random selection of sound and word elements. Decoding instruction means teaching how to read printed words fluently and automatically, from simple letter combinations to more complex, multisyllabic combinations through the use of connected or practice text.

AB 1086 Definition

In reading for meaning, skillful readers move their eyes through text left to right, line by line, and word by word. With the exception of short function words, such as *a*, *on*, *of*, and *any*, they almost never skip or guess. Instead, they fixate on very nearly each and every word of text. Further, during the fraction of a second that they do so, they take in — and must take in — all of its letters, translating them to speech sounds on their way to evoking the word’s meaning.

The role of effective phonics instruction is to help

children understand, apply, and learn the alphabetic principle and conventions of written language. Phonics instruction is not about rote drill involving a comprehensive list of spelling-sound correspondences and phonics rules. The most effective phonics instruction is explicit — that is, taking care to clarify key points and principles to students. In addition, it is systematic — that is, it gradually builds from basic elements to more subtle and complex patterns.

Teaching Reading, p. 6

Initial phonics instruction is best conducted with a relatively small set of consonants and short vowels. These spelling-sound relationships should be developed progressively. By using this limited set of letters to build as many familiar words as possible, students can be convinced of the utility of phonics and shown that every letter matters.

Teaching Reading, p. 7

When children are able to decode automatically, they can concentrate on the meaning of text.

Building a Powerful Reading Program, p. 11

RESEARCH FINDINGS

Research reveals that only poor and disabled readers rely on context for word identification (Stanovich, 1980). Conversely, poorly developed knowledge of spellings and spelling-sound correspondences is found to be the most frequent, debilitating, and pervasive cause of reading difficulty (Bruck, 1990; Perfetti, 1985; Rack, Snowling and Olson, 1992; Vellutino, 1991).

Young readers must develop fast, accurate decoding skills, and research verifies that they are much more likely to do so if they receive a good program of phonics instruction (Adams, 1990; Vellutino, 1991; Adams, Treiman, Pressley, 1996).

Research shows that it is important for children to practice the phonics they have learned. It is therefore essential that the initial books that children attempt to read on their own be composed of decodable text (Beck, Juel, 1995; Adams, 1990; Anderson et al, 1984).

Teaching Reading, pp. 6, 7

Research indicates that a direct and organized way of acquainting children with the major components of our alphabetic system is more effective than an indirect approach that lacks precision, order, and clarity. In addition to direct instruction, students must be able to practice what they have been taught in decodable text that is mostly comprised of words containing the sounds and symbols being taught (Adams, 1990).

Explicit phonics provides children with the real relationships between letters and sounds, or at least the approximations of them (Juel, 1994).

Building a Powerful Reading Program, pp. 5, 10

Spelling

DEFINITIONS

Spelling instruction means teaching a logical scope and sequence of word knowledge, orthographic patterns, and frequently used words connected to the phonics sequence used in reading and writing instruction.

AB 1086 Definition

The primary goal [of spelling] is to instill the larger logic and regularities of the system and its conventions.

[The main purpose] of spelling instruction, as with phonics, is to alert the children to patterns, to how words are put together, and to conventions and correctness. Spelling lists and quizzes should be purposeful and support and reinforce reading and writing instruction. Extensive reading and writing, including opportunities to edit for final publication and for real purpose and audiences, play an indispensable role in mastering spelling.

Teaching Reading, pp. 8, 9

RESEARCH FINDINGS

Students who have ample experience with inventive spelling improve in both reading fluency and spelling. Direct instruction in word analysis and consonant blend-

SECTION TWO

Definitions and Research Findings

ing is a necessary adjunct to children's spelling development (Adams, 1990).

Recent research has shown that children progress faster in both spelling and reading if they are taught how to analyze speech sounds in words and taught how to spell them by using sound/symbol correspondence. The process of copying new words strengthens students' memory for those words and does so rather enduringly (Whittlesea, 1987).

Building a Powerful Reading Program, pp. 6, 11

Vocabulary Development

DEFINITIONS

Written language places far greater demands on a reader's vocabulary knowledge than does casual spoken language.

First, children need to be encouraged to attend to the meanings of new words they encounter in text. Second, the ability to understand and remember the meanings of new words depends quite strongly on how well developed one's vocabulary is.

Vocabulary instruction is shown to be most effective when explicit information about the word's definitions is complemented by attention to their usage and shades of meaning across contexts.

It is useful to organize vocabulary studies structurally, in terms of roots and affixes, or topically (e.g., science transportation, weather, or math words).

Teaching Reading, pp. 9, 10

RESEARCH FINDINGS

The ninetieth percentile fifth grader reads about 200 times more text per year than the tenth percentile reader does (Nagy, Herman, and Anderson, 1985).

Teaching Reading, p. 9.

Comprehension Skills

DEFINITIONS

Instruction of comprehension skills means systematic teaching of vocabulary development, text organization, and syntactic patterns, including strategies for interpretation, summarization, prediction, clarification, and question generation.

AB 1086 Definition

The single most valuable activity for developing children's comprehension is reading itself. The amount of reading that children do is shown to predict the growth in reading comprehension. It predicts the quantity as well as the language, vocabulary, and structure of students' writing.

Through reading, students encounter new words, new language, and new facts. Beyond that, however, they encounter thoughts and modes of thinking that might never arise in their face-to-face world. In the interest of their own greatest potential and fulfillment, all students should be encouraged to read as frequently, broadly, and thoughtfully as possible.

Teaching Reading, pp. 10, 11

RESEARCH FINDINGS

Research indicates that teachers are spending inadequate amounts of time on direct comprehension instruction. Teachers use either workbooks or textbook questions to determine a student's understanding of content, but rarely teach students how to comprehend (Durkin, 1979).

Building a Powerful Reading Program, p. 7

Appropriate Instructional Materials

DEFINITIONS

Instructional materials need to be developed with great care because they play a major role in determining the content children learn, the instructional tasks that students do, and the type of experiences they have in the process. Instructional materials need to be effective, reli-

able tools that employ the teacher to meet the instructional needs of all children, enabling them to meet or exceed the content standards.

To that end, instruction in these materials needs to be systematic. Systematic instruction is defined as the carefully planned design and delivery of instruction that examines the nature of the objective to be learned and selects and sequences the essential skills and strategies necessary to achieve the objective by:

- (a) allocating sufficient time to essential skills
- (b) organizing information to minimize confusion learners may experience
- (c) introducing new information in manageable and sequential units
- (d) identifying prerequisite skills and building on the prior knowledge of the learner
- (e) reviewing previously taught skills
- (f) integrating old knowledge strategically with new knowledge
- (g) progressing from skills in more easily managed contexts to more complex contexts, and
- (h) including modifications, as necessary, for special needs students.

The five major criteria used in evaluating instructional materials should include:

- (1) *language arts content* — alignment with the state standards specified from K-12
- (2) *program organization* — sequence and organization which provide structure to what students should learn each year and should allow teachers to convey the content of instruction efficiently and effectively
- (3) *assessment* — the strategies, procedures and tools presented in the instructional materials for assessing what students know, how well they know it, and what they are able to do
- (4) *universal success* — practices for supporting students with special learning needs whereby materials are designed to maximize the learning of all students, including special education students, students whose

proficiency in English is significantly lower than that typical of the age, class, or grade level, and students whose achievement is significantly below or significantly above that typical of the age, class, or grade level

(5) *instructional planning and support* — information and materials needed for a successful course of study, including a separate teacher edition and support materials to assist the teacher to teach the state standards.

CA Reading/Language Arts Curriculum Framework, Chapter 10

Assessment Tools

DEFINITIONS

Assessment anchored to important learning objectives should provide the basis for instruction. Different types of assessment used at strategic points (i.e., before, during, and after instruction) provide critical information to determine what to teach, whether and how much students are learning, and whether the students have achieved mastery.

CA Reading/Language Arts Curriculum Framework, Chapter 2

There are three types of assessments used to inform instruction:

1. Entry-level assessment for instructional planning (how to determine the skill level of students on meaningful indicators of reading and language arts prior to instruction)
2. Monitoring student progress toward the instructional objective (how to determine whether students are making adequate progress on skills and concepts taught directly)
3. Summative assessment toward meeting mastery of grade level standard (how to determine the effectiveness of instruction and students' level of achievement)

CA Reading/Language Arts Curriculum Framework, Chapter 2

Interventions

DEFINITIONS

Early intervention programs, including one-to-one instructional support from a highly trained tutor, reading specialist, or other trained person, are essential so that children do not slip through the cracks of reading difficulty into reading failure.

No intervention strategy can replace the comprehensive and balanced reading program that must be in place in all classrooms.

Every Child a Reader, p. 6

The first intervention should be made in the classroom with a powerful program of rich language and instruction. A second level of intervention can be reached outside of class. Summer programs and intercessions provide a particularly strong opportunity for more intensive instruction for the lowest-achieving students to allow them to proceed with their group or class into the next level.

Teaching Reading, p. 20

Even with the most effective literacy instruction in place, there will be some students who, for any of a variety of reasons, struggle with reading or who are not yet able to read at grade level. "Such students will require supplementary services, ideally from a reading specialist who provides individual or small-group intensive instruction that is coordinated with high-quality instruction from the classroom teacher" (*Preventing Reading Difficulties in Young Children*, Snow, 1998)...The role of specialists in supporting the work of classroom teachers is especially important as teachers grapple with the implementation of content standards and shifts in instructional materials and practices.

Most importantly, specialists play a key role in the system of intervention in the school by working with teachers to identify students who need assistance, by conducting specialized assessments, and by providing students the extra instruction and support they need to master language arts standards.

CA Reading/Language Arts Curriculum Framework, Chapter 8

RESEARCH FINDINGS

Research shows that if schools delay intervention until age seven for children experiencing difficulty, 75 percent will continue having difficulties. If dyslexic problems are caught in first or second grade, they can be remedied 82 percent of the time. If caught in third to fifth grades, they can be remedied 46 percent of the time (Adams, 1990).

Building a Powerful Reading Program, p. 6

Professional Development

DEFINITIONS

Characteristics of the professional development component in an effective reading/language arts program are as follows:

- (a) focused on student learning, with attention being given to tailoring curriculum and instruction to students' needs...current with research and the English-language arts content standards
- (b) designed as on-going and in-depth and includes a variety of strategies to help teachers apply what they have learned and sustain improved instruction
- (c) mindful of time to reflect, discuss, analyze student achievement and refine instruction accordingly
- (d) supported by the administration to ensure on-going follow-up and evaluation of effectiveness.

CA Reading/Language Arts Curriculum Framework, Chapter 2

Research-based Practice

DEFINITIONS

Research on how reading skills are acquired means research that is current and confirmed with generalizable and replicable results. “Current” research is research that has been conducted and is reported in a manner consistent with contemporary standards of scientific investigation. “Confirmed” research is research that has been replicated and the results duplicated many times. “Replicable” research is research with a structure and design that can be reproduced. “Generalizable” research is research in which samples have been used so that the results can be said to be true for the population from which the sample was drawn.

AB 1086 Definition

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Instructional Materials

Assembly Bill 2041 [Bustamante] State Instructional Materials Fund [Ch. 312/98, Ed. Code 60450]

Assembly Bill 2519 [Poochigian] Instructional Materials: Adoption Criteria [Ch. 481/98, Ed. Code 60200.1]

Assembly Bill 3482 [Davis, Johnston] Core Reading Instructional Materials [Ch. 196/96, Ed. Code 60350-60352 {Part 33}]

Assembly Bill 170 [Alpert, Burton, Conroy] Instructional Materials [Ch. 765/95, Ed. Code 60200.4]

Assembly Bill 1504 [Burton] Instructional Materials: Spelling [Ch. 764/95, Ed. Code 60200]

Professional Development

Assembly Bill 1656 New Teacher Reading Professional Development K-3 [Ch. 324/98, Item 6110-142-0890 and Goals 2000, 1998-99FY]

Assembly Bill 1656 Reading Standards & Interventions 4-12 [Ch. 324/98, Item 6110-142-0890 and Goals 2000, 1998-99FY]

Assembly Bill 1086 [Mazzoni, Baldwin, Pacheco, co-author Sen. Hughes] Reading Instruction Development, K-3, 4-8 [Ch. 286/97 and Goals 2000, 1996-98FY]

Goals 2000 [P.L. 103-277, 1996-98FY] Preservice Reading Partnerships

Assembly Bill 3482 [Davis, Johnston] Teacher Reading Instruction Development, K-3 [Goals 2000, P.L. 103-277, 1995-96FY]

Goals 2000 [P.L. 103-277, 1995-96FY] Preservice Reading Partnerships

Class Size Reduction

Senate Bill 1777 [O'Connell] Class Size Reduction [Ch. 6.10/96]

Senate Bill 1789 [Greene] School Facilities: Class Size Reduction [Ch. 23/96]

Senate Bill 1414 [Greene, Sher] Class Size Reduction [Ch. 621/96]

Teacher Credentialing

Assembly Bill 3075 [Baldwin, Murray] Teacher Credentialing [Ch. 921/96]

Assembly Bill 1178 [Cuneen] Teacher Credentialing [Ch. 919/96]

Senate Bill 1924 [Dills] Teacher Credentialing [Ch. 1067/96]

Senate Bill 1568 [Dills] Teacher Credentialing [Ch. 1068/96]

Other Activities

Senate Bill 316 [Hayden] Student Academic Partnership Program [Ch. 811/97, Ed. Code 99300]

Assembly Bill 862 [Ducheny] California Public School Library Act [Ch. 332/98, Ed. Code 18180-4] California Public School Library Act [AB 1656 Budget Act of 1998-99]

Assembly Bill 2X [Mazzoni] Reading Program/Teacher and Principal Preparation Programs [Special Session 1999]

SECTION THREE**Legislation and Funding Sources**

LEGISLATION

AB 2041

An act to add and appeal Chapter 3.5 (commencing with Section 60450) of Part 33 of the Education Code, relating to instructional materials, making an appropriation therefore, and declaring the urgency thereof, to take effect immediately.

Signed by the Governor
August 19, 1998

State Instructional Materials Fund

This bill establishes the State Instructional Materials Fund as a means of annually funding the acquisition of instructional materials.

FUNDING

The State Department of Education, under 1997-98 Budget Act, Items 6110-185-0001 (9-12) and 6110-186-001 (K-8) appropriated \$172 million. The rate per 1997-98 Second Period Report of Attendance (P-2 Attendance) for K-8 is \$29.79; for 9-12, is \$19.16 per 1997 CBEDS enrollment counts.

PROVISIONS

Purposes and limitations of the Instructional Materials Fund are described in Education Code Sections 59300 through 60530. These codes have not changed since 1996; however, districts and county offices are required to hold public hearings on instructional resources, as described in Education Code Sections 60117-60119, and this provision has been added to the Audit Guide of the State Controller. These sections require that the governing board in each district/county office that receives IMF funding “hold a public hearing or hearings at which the governing board shall make a determination, through a resolution, as to whether each pupil in each school in the district has, or will have prior to the end of that fiscal year, sufficient textbooks or instructional materials, or both, in each subject that are consistent with the content and cycles of the curriculum framework adopted by the state board.”

SPECIAL CONDITIONS FOR ADDITIONAL FUNDS

At the K-8 level, if the district board has already purchased mathematics instructional materials that the State Board has certified and that are consistent with the state content standards, the appropriation under the special \$250 million allocated by average daily attendance (ADA), funds may be used for the purchase of other K-8 or 9-12 instructional materials approved by the SBE or in any subject area, respectively. These special funds must be kept in an account separate from the IMF. Interest earned must be used for the same purposes as the original funding. The funding may be automatically carried over into 1999-2000 if not expended in 1998-99; in fact, districts have until June 30, 2001 to expend this funding. ■

LEGISLATION

AB 2519

An act to add and repeal Section 60200.1 of the Education Code, relating to school instructional materials, making an appropriation therefore, and declaring the urgency thereof, to take effect immediately.

Signed by the Governor
September 13, 1998

Instructional Materials: Adoption Criteria

This bill requires the State Board of Education to adopt basic instructional materials for use in kindergarten and grades 1 to 8, in language arts, etc., and establishes a specific schedule for the next four adoptions of core instructional materials: history-social science (1999); science (2000); mathematics (2001); and reading/language arts (2002).

FUNDING

It was assumed that supplemental materials would be purchased by local districts with their 30% share of IMF monies. Any reading/language arts materials added to the adopted list under AB 2519 would remain adopted until 2005; thus there would be several years of overlap since reading/language arts materials will be adopted in 2002.

[Note: It will require special legislation to release AB 2041 (Chapter 312, Statutes of 1998) which has appropriated \$250 million for each of the next three fiscal years: 1999-2000, 2000-2001, and 2001-2002, for funds to be available for the 1999 adopted reading/language arts materials.]

PROVISIONS

The bill provides relief from a statutory provision that otherwise requires 30 months between the State Board of Education's approval of evaluation criteria and its adoption of instructional materials. This bill also authorizes the State Board to add to the existing lists of reading/language arts and mathematics materials any submissions it determines *to be aligned with adopted content standards and essential to the implementation of those standards*.

The bill requires that at least 120 days elapse between SBE approval of evaluation criteria for the additional adoptions process and the deadline for submission of materials by publishers.

Under this bill, the SBE is to consider both full course of study (basic) programs and partial programs (i.e., "a substantial portion of a course of study"). For approximately the past fifteen years, the SBE has adopted only full (basic) programs. ■



LEGISLATION

AB 3482

Signed by the Governor
July 22, 1996

Core Reading Program Instructional Materials

RECIPIENT AGENCIES

A complete set of core reading program instructional materials adopted by the state board in 1996 to be furnished to each pupil in kindergarten and grades 1-3 inclusive, is available under this program.

ELIGIBILITY CRITERIA

A school district or county office of education may apply to the state board for funding for the purchase of a complete set of core reading program instructional materials for pupils enrolled in kindergarten and grades 1 to 3, inclusive, that meet the following requirements:

1. The instructional materials have been adopted by the state board in 1996.
2. The instructional materials meet the requirements of Section 60200.4 ("ABC" Bills: AB 170, AB 1504).
3. The instructional materials include, but are not necessarily limited to, phoneme awareness, systematic explicit phonics, and spelling patterns, accompanied by reading material that provides practice in the lesson being taught.

FUNDING AVAILABILITY

The sum of one hundred fifty-two million dollars (\$152,000,000) is appropriated from the General Fund to the State Department of Education, without regard to fiscal years, for the purposes of allocating funds to school districts for the purchase of core reading program instructional materials [approximately \$80/pupil].

A school district and county office of education may expend up to 5 percent of the amounts received pursuant to this article to acquire independent reading books for pupils enrolled in grades 1 to 4, inclusive, for the purpose of stocking school or classroom libraries.

Each school district and county office of education that receives funds shall purchase the core reading instructional materials on or before September 30, 1997, except that the state board may extend the last date to purchase materials to not later than September 30,

1998, if in the public hearing the governing board adopts a resolution requesting that extension and stating the reasons therefore. In granting a request for an extension pursuant to this subdivision, the state board shall prescribe the last date that core reading instructional materials may be purchased, but in no event shall the state board authorize a date of extension later than September 30, 1998.

Each governing board shall certify to the State Department of Education that the amounts received have been expended as required; and shall certify at a public hearing of the board that each pupil enrolled in kindergarten and grades 1 to 3, inclusive, has been furnished a complete set of core reading program instructional materials that meets the requirements.

If the governing board establishes, to the satisfaction of the state board, that the state-adopted instructional materials do not promote the maximum efficiency of pupil learning in the district, the state board shall authorize that governing board to use the funds received pursuant to this article to purchase instructional materials as specified by the state board, in accordance with standards and procedures established by the state board, and that meet the requirements of Section 60200.4 and include, but are not necessarily limited to, phoneme awareness, systematic explicit phonics, and spelling patterns, accompanied by reading material that provides practice in the lesson being taught. ■

LEGISLATION AB 170

An act to add Section 60200.4 to the Education Code, relating to instructional materials.

Signed by the Governor
October 1995

Instructional Materials

STATE BOARD OF EDUCATION

Ensure that the basic instructional materials for mathematics and reading in grades 1 to 8, inclusive, are based on the fundamental skills required by these subjects, including, but not limited to, systematic, explicit phonics, spelling, and basic computational skills and they should be included in the adopted curriculum frameworks and that these skills and related tasks increase in depth and complexity from year to year.

To the extent that this requirement results in school districts

being required to purchase instructional materials that otherwise would not be required to be purchased under existing law, this bill would impose a state-mandated local program.

Provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made.

If the statewide cost of the claim for reimbursement does not exceed one million dollars (\$1,000,000), reimbursement shall be made from the State Mandates Claims Fund. ■

LEGISLATION AB 1504

An act to amend Section 60200 of the Education Code, relating to instructional materials.

Signed by the Governor
October 1995

Instructional Materials

STATE BOARD OF EDUCATION

Adopt at least five basic instructional materials for use in kindergarten and grades 1 to 8, inclusive, for specified categories:

- [1] Language arts, including, but not limited to, spelling
- [2] Mathematics
- [3] Reading

Adopt any of the following for basic instructional materials in each subject in each grade:

- [1] Instructional materials
- [2] Instructional materials systems
- [3] Instructional materials sets
- [4] A combination of instructional materials, instructional materials systems, and instructional materials sets, as the state board may select

The state is required to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement, including the creation of a State Mandates Claims Fund to pay the costs of mandates that do not exceed \$1,000,000 statewide and other procedures for claims whose statewide costs exceed \$1,000,000.

If the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

Refer to the bill for the entire process of adoption of instructional materials. ■

LEGISLATION

AB 1656

GOALS 2000

[Extends the authorization of AB 1086, Ch. 286/97]

New Teacher Reading Instruction Development Program, K-3

PARTICIPANTS: New K-3 teachers [including special education teachers, reading specialists, and any others providing direct instruction]

Each certified employee who is (1) new to a district and (2) provides direct instructional services to pupils in kindergarten through grade three (K-3) is eligible. New teachers include special education teachers, reading specialists, and any others that are providing direct instruction. If a district has teachers who have taught in the district in previous years but at other grade levels, they may attend the training, but the district must provide funding from another source to defray any costs of the training. Upon request, teachers in private schools located within the geographical area served shall also be allowed to participate.

RECIPIENT AGENCIES

A school district or county office of education may apply as an independent applicant or as a consortium member that has joined with other school districts or county offices of education for application purposes. An applicant that applies as a consortium member may not apply as an independent local education agency.

STATUTORY REQUIREMENTS FROM AB 1086

Funds shall be spent for in-service training that consists of, but is not limited to, the 12 elements at the K-3 levels as specified in AB 1086. Training shall not cause a reduction in pupil instructional time. Professional development provided must be conducted by a district's own current or former employees or by providers of in-service training in reading who have been approved by the State Board of Education. The training must incorporate appropriate and relevant materials from the AB 3482 Comprehensive Reading Leadership Program prepared by Sacramento County Office of Education during the 1996-97 school year.

FUNDING

The Superintendent of Public Instruction shall award competitive grants to agencies that meet content requirements; propose to implement a balanced, comprehensive reading instruction program; propose to augment funding through use of staff development days, or funds available from other state and federal sources; offer training provided by publishers; involve parents and guardians; allow time for teacher collaboration, discussion, reflection, and coaching; and monitor training and student results relative to grade level standards in reading.

Funding is determined by two figures: the number of K-3 teachers who are new employees of all school districts in the state in 1998-99; and the number of K-3 teachers as of October 7, 1998, who are new employees of each district that is applying. Districts will certify this number on their application. The estimated funding using 1997-98 CBEDS data is \$535 per teacher. Total Federal Goals 2000 funds appropriated are \$6 million. ■

LEGISLATION AB 1656 GOALS 2000

[Extends the authorization of AB 1086, Ch. 286/97]

Reading Standards & Interventions Programs, 4-12

PARTICIPANTS: 4-12 Teachers

Schools are eligible if their teachers (1) teach in self-contained classes, or (2) teach in a departmentalized school and who either (a) teach remedial reading, or (b) provide direct instruction in reading as part of their classes.

RECIPIENT AGENCIES

A school district or county office of education may apply as an independent applicant or as a consortium member that has joined with other school districts or county offices of education for application purposes. An applicant can only submit one application from option A or B.

Option A: The professional development program covers the AB 1086 elements as described for grades 4-8. This option is for all teachers who provide direct instruction in reading in grades 4-12 to students scoring below the 40th percentile on the SAT9 (spring of 1998).

Option B: The professional development program is the same as in Option A. This option is for all teachers who teach in schools with phonics-based programs for students scoring below the 25th percentile on the SAT9 (spring of 1998). The instructional materials used in the program must meet criteria approved by the State Board of Education. Also, the school's Goals 2000 or IASA Local Improvement Plan must reflect the phonics-based program or be amended to do so.

STATUTORY REQUIREMENTS FROM AB 1086

Funds shall be spent for in-service training that consists of, but is not limited to, the 10 elements at the 4-8 levels as specified in AB 1086; and meet the same specifications as the K-3 program.

FUNDING

The Superintendent of Public Instruction shall award competitive grants to agencies that meet content requirements; have 85 percent of the funding under the budget control of schools; have an agreement that the schools are willing to participate in the professional development, and if appropriate, are willing to use the phonics-based reading program; and that all schools will participate in the professional development program.

The minimum grant will be \$1,000. For Option A, the maximum grant is approximately \$23 per student in grades 3-11 (during 1997-98) who have scored below the 40th percentile on the SAT9 (spring of 1998). For Option B, the maximum grant is approximately \$31 per student in grades 3-11 (during 1997-98) who have scored below the 40th percentile on the SAT9 (spring of 1998).

The total Federal Goals 2000 funds appropriated are \$30.9 million. ■

LEGISLATION

AB 1086

An act to amend Sections 44755 and 44757 and to add 44758 and appeal Section 44756; and to take effect immediately.

Signed by the Governor
August 18, 1997

- Teacher Reading Instruction Development Program: Kindergarten and Grades 1 to 3

Reading Instruction Development Program, K-3

PARTICIPANTS

All certified teachers responsible for teaching reading to pupils enrolled in kindergarten and grades 1 to 3.

ELIGIBILITY CRITERIA

Each school district must certify to the State Department of Education that:

[a] not less than 90% of its certificated employees who provide direct instructional services to pupils enrolled in kindergarten or any of grades 1 to 3, inclusive, have received specified in-service training and that funds will be spent by the school district only for the purposes of providing in-service training in reading instruction in the 1996-97 school year.

[b] funds received pursuant to the program shall be expended only for the purposes of providing programs of in-service training in reading instruction that consist of, and are limited to, specified subjects, as defined, that all teachers of pupils in those grades have received or will receive the training to the extent feasible, as specified, and that funds received for these purposes shall be spent only for programs of in-service training that do not cause a reduction in pupil instructional time and that do not include teacher release time. The bill would delete the limitation of expenditure of funds to the 1996-97 school year.

[c] a list of approved contract providers of in-service training in reading instruction be developed in order for school districts to use grant funds to hire these certified providers.

[d] any person or entity that seeks to appear on the list of providers of in-service training in reading instruction must submit an application, as specified.

[e] it would authorize a school district to provide in-service training in reading instruction to its employees using its own current or former employees as instructors if certain conditions are met.

[f] the training must include all the components listed below for the K-3 and 4-8 programs.

[g] the training program must incorporate the appropriate and relevant materials developed for the Comprehensive Reading Leadership Program in 1996-97 (AB 3482-1996).

CONTENT OF TRAINING

Programs of in-service training funded pursuant to AB 1086 for teachers of pupils in grades K to 3 must include, but are not limited to, all of the following subjects:

1. Phoneme awareness instruction
2. Systematic explicit phonics instruction
3. Decoding instruction and the diagnosis of a pupil's ability to decode
4. Word-attack skills instruction
5. Spelling and vocabulary instruction
6. Explicit instruction of comprehension skills
7. Research on how reading skills are acquired
8. Effective integration of listening, speaking, reading and writing
9. Effective classroom and schoolwide interventions for low-performing readers
10. Ways to promote extensive, self-selected independent reading
11. Effective reading instruction for English language learners
12. Planning and delivery of appropriate reading instruction based on assessment and education

DEFINITIONS OF SUBJECTS

[a] "Phoneme awareness instruction" means teaching awareness of words, syllables, and phonemes along a developmental progression, and includes rhyming, recognition and production, blending and matching of phonemes, segmentation, and substitution.

[b] "Systematic explicit phonics instruction" means an organized, sequential program in which letter-sound correspondence for letters and letter clusters are directly taught and blended, practiced in words, word lists, and word families, and practiced in "decodable

LEGISLATION

AB 1086

(Continued)

text.” “Decodable text” means reading material in which a high percentage of words are linked to phonics lessons. Systematic explicit phonics instruction builds from basic elements to complex patterns and teachers provide prompt and explicit feedback. Systematic explicit phonics instruction does not mean “embedded phonics instruction” which is ad hoc instruction in phonics based on a random selection of sound and word elements.

[c] “Decoding instruction” means teaching how to read printed words fluently and automatically, from simple letter combinations to more complex, multisyllabic combinations through the use of connected or practice text.

[d] “Word-attack skills instruction” means direct instruction of decoding skills and of structural elements, including prefixes, suffixes, and roots.

[e] “Spelling instruction” means teaching a logical scope and sequence of word knowledge, orthographic patterns, and frequently used words connected to the phonics sequence used in reading and writing instruction.

[f] “Instruction of comprehension skills” means systematic teaching of vocabulary development, text organization, and syntactic patterns, including, but not limited to, strategies for interpretation, summarization, prediction, clarification, and question generation.

[g] “Research on how reading skills are acquired” means research that is current and confirmed with generalizable and replicable results. “Current” research is research that has been conducted and is reported in a manner consistent with contemporary standards of scientific investigation. “Confirmed” research is research that has been replicated and the results duplicated. “Replicable” research is research with a structure and design that can be reproduced. “Generalizable” research is research in which samples have been used so that the results can be said to be true for the population from which the sample was drawn. ■



LEGISLATION

AB 1086

An act to amend Sections 44755 and 44757 and to add 44758 and appeal Section 44756; and to take effect immediately.

Signed by the Governor
August 18, 1997

- Teacher Reading Instruction Development Program: Grades 4 to 8

Teacher Reading Instruction Development Program: Grades 4 to 8

PARTICIPANTS: 4-8 Teachers, District and School Administrators

All certified teachers of pupils in grades 4 to 8 who teach reading in self-contained classrooms or in departmentalized classes.

ELIGIBILITY CRITERIA

A school district or county office of education shall certify to the State Department of Education that:

[a] at least 90% of its certificated employees who provide direct instructional services to pupils enrolled in grades 4 to 8, inclusive, in reading or English-language arts possess the knowledge and skills necessary to effectively teach pupils to read.

[b] funds received pursuant to the program shall be expended only for the purposes of providing programs of in-service training in reading instruction that consist of, and are limited to, specified subjects, as defined, that all teachers of pupils in those grades have received or will receive the training to the extent feasible, as specified, and that funds received for these purposes shall be spent only for programs of in-service training that do not cause a reduction in pupil instructional time and that do not include teacher release time.

[c] each school district that receives funding pursuant to these provisions and provides instruction in departmentalized classes for pupils in grades 4 to 8, inclusive, must designate those teachers in each school and at each grade level who are responsible for teaching reading to pupils who have reading deficiencies, or who provide direct instructional services to pupils in reading.

[d] the provisions relating to the teacher reading instruction development program for grades 4 to 8, inclusive, would become inoperative on June 30, 2005, and, as of January 1, 2006, would be repealed.

CONTENT OF TRAINING

Programs of in-service training funded pursuant to AB 1086 for teachers of pupils in grades 4 to 8 must include, but are not limited to, all of the following subjects:

1. Word-attack skills instruction
2. Spelling and vocabulary instruction
3. Explicit instruction of comprehension skills
4. Research on how reading skills are acquired
5. Text-handling and strategic reading strategies for text use across the curriculum for a variety of purposes
6. Ways to promote extensive, self-selected independent reading of a variety of genres for a variety of purposes, including both fiction and nonfiction texts
7. The effective integration of listening, speaking, reading, and writing
8. Effective classroom and schoolwide interventions for low-performing readers
9. Effective reading instruction for English-language learners
10. Planning and delivery of appropriate reading instruction based on assessment and evaluation

FUNDING

The Superintendent of Public Instruction shall award competitive grants to school districts only for the highest quality proposals that demonstrate a clear understanding of a balanced, comprehensive reading instruction program based on current and confirmed research.

A school district shall propose a project budget to carry out the proposed reading staff development. The minimum grant awarded shall be for no less than one thousand dollars (\$1,000) and, for 1997-98, the maximum grant per pupil awarded to a school district shall not exceed twice the funding per pupil in enrollment statewide in grades K to 8 appropriated for the purposes of AB 1086.

LEGISLATION AB 1086

(Continued)

DEFINITIONS OF SUBJECTS

[a] “Word-attack skills instruction” means direct instruction of decoding skills and of structural elements, including prefixes, suffixes, and roots.

[b] “Spelling instruction” means teaching a logical scope and sequence of word knowledge, orthographic patterns, and frequently used words connected to the phonics sequence used in reading and writing instruction.

[c] “Vocabulary instruction” means teaching word meanings.

[d] “Explicit instruction” means systematic teaching skills.

[e] “Instruction of comprehension skills” means systematic teaching of vocabulary development, text organization, and syntactic patterns, including, but not limited to, strategies for interpretation, summarization, prediction, clarification, and question generation. ■



GOALS 2000: Educate America Act

[P.L. 103-277: 1996-98 FY]

Reading Preservice Subgrants

(Preservice Reading Partnership Grants May 1, 1998 – May 15, 1999)

PARTICIPANTS: Professors of California's Accredited Institutions of Higher Education and K-12 Educators

Each California Accredited Institution of Higher Education having approved programs for K-12 teaching credentials is invited to partner with K-12 educators to improve teacher preparation in reading instruction.

RECIPIENT AGENCIES

Only county offices of education are eligible to apply to be regional leads. One grantee/regional lead will be selected per region. County offices, school districts, colleges, and universities should collaborate in identifying the regional lead and the specific partnerships that will be funded. Considerable flexibility exists in terms of shaping and refining regional partnerships. Existing partnerships may be maintained, expanded, or discontinued; new partnerships may be established as appropriate.

ELIGIBILITY CRITERIA

Funds shall be spent only for the purpose of developing and supporting partnerships with institutions of higher education that prepare beginning teachers. The intent of these partnerships shall be to:

- (1) Improve the preservice preparation of K-8 teachers in the area of reading instruction
- (2) Improve the preservice induction connection and support for beginning teachers
- (3) Ensure a supply of well prepared teachers to the districts, particularly to districts that have difficulty in attracting adequately prepared teachers

Funds may be spent on curriculum development for pre-service instruction, on dissemination of materials or products that have been developed, or on instruction itself, which addresses the following reading instruction topics.

At the K-3 level:

- (1) Phoneme awareness instruction
- (2) Systematic, explicit phonics instruction
- (3) Decoding instruction and the diagnosis of a pupil's ability to decode
- (4) Word-attack skills instruction
- (5) Spelling and vocabulary instruction
- (6) Explicit instruction of comprehension skills
- (7) Research on how reading skills are acquired
- (8) Effective integration of listening, speaking, reading, and writing
- (9) Effective classroom and schoolwide interventions for low-performing readers
- (10) Ways to promote extensive, self-selected independent reading
- (11) Effective reading instruction for English language learners
- (12) Planning and delivery of appropriate reading instruction based on assessment and evaluation

At the 4-8 level:

- (1) Word-attack skills instruction
- (2) Spelling and vocabulary instruction
- (3) Explicit instruction of comprehension skills
- (4) Research on how reading skills are acquired
- (5) Text-handling and strategic reading strategies for text use across the curriculum for a variety of purposes
- (6) Ways to promote extensive, independent self-selected reading of a variety of genres for a variety of purposes, including both fiction and nonfiction texts

**GOALS 2000:
Educate America Act**
(Continued)

- (7) Effective integration of listening, speaking, reading, and writing
- (8) Effective classroom and schoolwide interventions for low-performing readers
- (9) Effective reading instruction for English-language learners
- (10) Planning and delivery of appropriate reading instruction based on assessment and evaluation

FUNDING AVAILABILITY

The California Department of Education will make available \$4 million from Goals 2000 monies (1996-98) through a competitive subgrant process. ■



LEGISLATION

AB 3482

[In order to make statutory changes necessary for the implementation of the Budget Act of 1996, this act takes effect immediately.]

Signed by the Governor
July 22, 1996

- Goals 2000 [P.L. 103-277]
- Teacher Reading Instruction Development Program
- Comprehensive Reading Leadership Program

Teacher Reading Instruction Development Program & Goals 2000 School District Reading Staff Development Subgrants

(In-service Training July 1, 1996 – August 31, 1997)

PARTICIPANTS: K-3 Teachers, District and School Administrators

All certificated teachers of pupils in kindergarten and grades 1 to 3, inclusive.

RECIPIENT AGENCIES

All school districts and county offices of education, serving K-3 students, may apply to be in this program.

ELIGIBILITY CRITERIA

A school district or county office of education shall certify to the State Department of Education that:

- [a] not less than 90 percent of its certificated employees who provide direct instructional services to pupils enrolled in kindergarten or any of grades 1 to 3, inclusive, have received in-service training; that
- [b] this in-service training did not cause a reduction in pupil instruction time; that
- [c] funds received will be spent by the school district and county office only for the purpose of providing in-service training in reading instruction in the 1996-97 school year to certificated employees who provide direct instructional services to pupils enrolled in kindergarten or any of grades 1 to 3, inclusive, and to school site administrators; that
- [d] the school district and county office will develop an action plan that provides for a program of in-service training in reading instruction for all certificated employees in the school district who provide direction instruction services to pupils in kindergarten, or grades 1 to 3, inclusive. In that action agenda, the school district shall, to the extent feasible and appropriate, use:
 1. Staff development days authorized pursuant to Section 44670.2

2. Staff development funds available from all state and federal funding sources
 3. In-service training provided by publishers of reading program instructional materials adopted by the State Board of Education in 1996
 4. A clinical diagnostic teacher training approach
 5. Involvement of the parents and guardians of pupils enrolled in the school district; and that
- [e] in-service training provided shall be coordinated and integrated with any in-service training in reading instruction funded by amounts received pursuant to the federal Goals 2000: Educate America Act (P.L.103-227) for the 1995-96 fiscal year.

CONTENT FOR TRAINING

The components of reading instruction must be addressed: systematic, explicit phonics instruction, phoneme awareness, sound-symbol relationship, decoding, word-attack skills, spelling instruction, diagnosis of reading deficiencies, research on how children learn to read, research on how proficient readers read, the structure of the English language, relationships between reading, writing, and spelling, planning and delivery of appropriate reading instruction based on assessment and evaluation, means of improving reading comprehension, and independent pupil reading of high quality books and the relationship of that activity to improved reading performance.

FUNDING AVAILABILITY

\$13 million will be appropriated from the General Fund and to the State Department of Education, and \$26.4 million from Goals 2000 [P.L. 103-277]. The Department will then allocate the amounts to each school district and county office of education on the basis of an equal amount per pupil in enrollment statewide in kindergarten and grades 1 to 3, inclusive, as of October 1996. ■

LEGISLATION**AB 3482***(continued)***Comprehensive Reading Leadership Program****PARTICIPANTS****[Identified Leaders in Reading Instruction]:**

Members of Governing Boards
District and School Administrators
Teacher Leaders

The members of the governing boards of the school districts, administrators of school districts and schools, and teachers who have been identified by the governing boards of the school districts as having demonstrated leadership in reading instruction in each school district to be served, shall be invited to participate in the reading leadership training program. Demonstrated leadership in reading instruction [is defined as having knowledge about the] implementation of a comprehensive reading program for kindergarten and grades 1 to 3, inclusive, that emphasizes basic reading skills and continued improvement of reading skills through the reading of high quality books.

RECIPIENT AGENCIES

From applications received, the State Board of Education shall select one county office of education to develop the training materials; and also select county offices of education and school districts on a statewide basis to conduct reading leadership program trainings. The selected applicants shall have the qualifications necessary to deliver a high quality reading leadership training program, and represent all areas of the state so that each geographical area of the state has reasonable access to a reading leadership training program.

CONTENT OF PROGRAM

The reading leadership program trainings shall adhere to the program designs and use the materials produced for the State Board of Education.

The trainings will address:

- (a) systematic, explicit phonics instruction
- (b) phoneme awareness
- (c) sound-symbol relationships
- (d) decoding
- (e) word attack skills
- (f) spelling instruction
- (g) diagnosis of reading deficiencies
- (h) research on how children learn to read
- (i) research on how proficient readers read
- (j) structure of the English language
- (k) relationships between reading, writing, and spelling
- (l) planning and delivery of appropriate reading instruction based on assessment and evaluation
- (m) student independent reading of good books and the relationship of that activity to improved reading performance

FUNDING AVAILABILITY

Two million dollars are available for the State Board of Education to allocate to school districts and county offices of education selected to provide an authorized reading leadership training program according to criteria established by the State Board of Education. Funds can be used to cover the actual cost of providing the leadership program. ■

GOALS 2000: Educate America Act

[P.L. 103-277: 1995-96 FY]

Reading Preservice Subgrants (Preservice Reading Partnership Grants July 1, 1996 - August 31, 1997)

PARTICIPANTS: Professors of California's Accredited Institutions of Higher Education and K-12 Educators

Each California Accredited Institution of Higher Education having approved programs for K-12 teaching credentials is invited to partner with K-12 educators to improve teacher preparation in reading instruction.

RECIPIENT AGENCIES

Any school district or county office of education, or consortia of districts or counties in the region may compete for Goals 2000 funds for the purpose of developing partnerships with institutions of higher education that prepare beginning teachers in the state of California. The intent of these partnerships is threefold: to improve the preservice preparation of K-3 teachers in the area of reading instruction; to improve the preservice induction connection and support for beginning teachers; and to ensure a supply of well prepared teachers to the districts, particularly to districts that have difficulty in attracting adequately prepared teachers.

ELIGIBILITY CRITERIA

The Partnership Work Plan needs to support the use of Standards for Beginning Teacher Induction and the Framework of Beginning Teacher Knowledge, Skills, and Abilities; to identify ways, when feasible, that preservice training is aligned with staff development being carried out in partnership districts or county offices; and to address efforts of beginning teachers, desiring to teach low-achieving students or teach in districts with a greater than average number of low-achieving students.

The work may include curriculum development for preservice instruction and training of faculty to address all of the following reading instruction topics:

- (a) phoneme awareness
- (b) systematic, explicit phonics instruction [sound-symbol relationships, decoding, and word attack skills]

- (c) spelling instruction
- (d) diagnosis of reading deficiencies
- (e) research on how children learn to read
- (f) research on how proficient readers read
- (g) structure of the English language
- (h) relationships between reading, writing, and spelling
- (i) planning and delivery of appropriate reading instruction based on assessment and evaluation
- (j) means of improving reading comprehension
- (k) student independent reading of good books and the relationship of that activity to improved reading performance

The Commission for Teacher Credentialing (CTC) will issue a Request for Proposals to examine existing instruments that include assessment of reading instruction; determine whether such instruments can be used, in whole or in part, to satisfy the need for such tests for both practicing and beginning teachers and to the extent necessary, develop new assessments of reading instruction and pilot test the proposed instruments.

AVAILABILITY

Such assessment instruments will be made available to teachers, school districts, and institutes of teacher training on a voluntary basis (during the 1997-98 school year).

CTC would be authorized to administer the assessments, in whole or in part, and to charge fees based on the cost of administration.

FUNDING AVAILABILITY

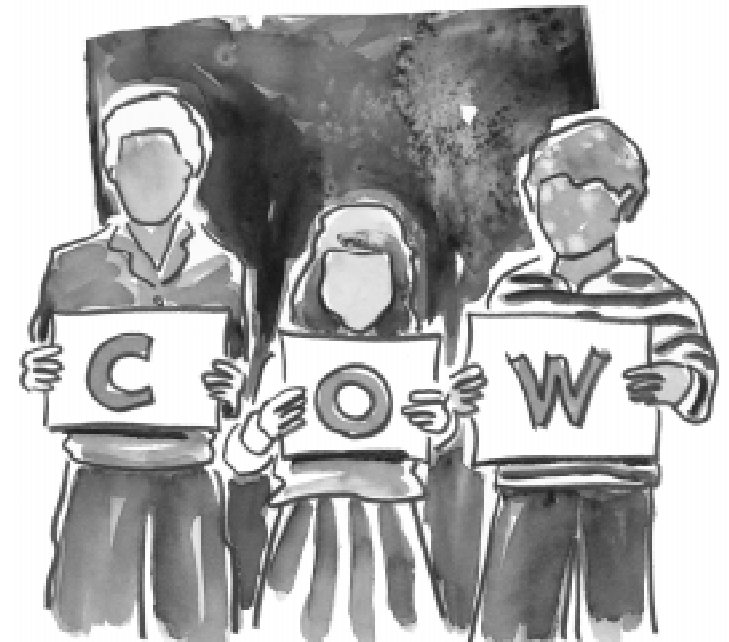
The California Department of Education will make available \$6 million from Goals 2000 monies (1995-96) through a competitive subgrant process administered by the County Service Regions.

**GOALS 2000:
Educate America Act**
(Continued)

RECIPIENT AGENCIES

The California Department of Education will receive \$548,000 from 1995-96 funds to develop and distribute a series of reading documents and technology-based resources focused on recommendations of the California Reading Task Force. These documents include *Every Child a Reader*, the Report of the California Reading Task Force, *Teaching Reading*, the Reading Program Advisory, and development of subsequent documents.

The CTC will receive \$1 million from 1995-96 funds for the purpose of developing an instruction skill assessment for practicing teachers. ■



LEGISLATION

SB 1777

An act to amend Sections 33050 and 46205 of, and to add Chapter 6.10 (commencing with Section 52120) to Part 28 of, the Education Code, relating to class size in the public elementary schools, making an appropriation therefore, and declaring the urgency thereof, to take effect immediately.

Signed by the Governor
July 15, 1996

Subsequent Funding: SB 804
Ch. 298/97, AB 1656 Ch. 324/98

Education: Class Size Reduction

SCHOOL DISTRICTS: K-3 TEACHERS

Provide funding to school districts to reduce class size in kindergarten and grades 1 to 3, inclusive, to no more than 20 pupils per certificated teacher.

FUNDING

\$650 will be appropriated per each pupil enrolled in classes participating in the program, as specified, for class size reduction, provided the school district certifies that it has met certain requirements. The bill would require the Superintendent to apportion \$325 per each pupil enrolled in classes participating in the program for reimbursement for any class in kindergarten or any of grades 1 to 3, inclusive, that is reduced, as specified, for at least half of the instructional minutes offered per day. These minutes will be devoted to the subject areas of reading and mathematics.

\$771,000,000 will be appropriated to the Superintendent of Public Instruction for the exclusive purpose of allocating funds to school districts. The appropriation should be included in the amounts appropriated by the state in the 1996-97 fiscal year for the purpose of meeting the state's minimum funding obligation to school districts and community college districts.

REQUIREMENTS FOR FUNDING

A school district's application for funding to implement a program shall include the district's certification of each of the following items as a condition to receiving any apportionment.

Certification of the number of classes in each eligible grade level selected for a class size reduction apportionment pursuant to this chapter.

Certification of pupil enrollment, as of October of the previous calendar year, in each class selected for class size reduction.

Classes comprised of special education pupils enrolled in special day classes on a full-time basis shall not be included in this program.

Certification that a certificated teacher has been hired by the school district and is providing direct instructional services to each class selected for class size reduction and that there are not more than 20 pupils per each such class.

Certification that the school district has maintained or further reduced class sizes accomplished through previous apportionments.

Certification that the school district has not increased the average class size in any kindergarten or in any of grades 1 to 3, inclusive, in the district, above the average that existed in the school year preceding the school year in which the district first received an apportionment.

Certification that the school district has a staff development program and that the program has been approved by the governing board of the school district.

Certification that the school district will collect and maintain any data required by the Superintendent of Public Instruction that will aid in the evaluation of the Class Size Reduction Program. The data shall include, but not be limited to, individual test scores or other records of pupil achievement and pupil behavior. Any data collected shall be protected in a manner that will not permit the personal identification of any pupil or parent.

CRITICAL DATES

A school district that intends to implement a Class Size Reduction Program for the 1996-97 school year shall submit an application for funds to the Superintendent of Public Instruction not later than November 1, 1996. In order to receive the total amount of funding for which the school district is eligible, a school district shall implement the Class Size Reduction Program by February 16, 1997.

A school district that intends to implement or continue to implement a Class Size Reduction Program for the 1997-98 school year and any subsequent school year shall submit an application for funding pursuant to this chapter to the Superintendent of Public Instruction not later than the June 30 prior to the commencement of the new school year.

An independent evaluation of the Class Size Reduction Program must be completed on or before March 28, 2002. The bill would require that the report be submitted to specified fiscal and policy committee chairpersons in each house of the Legislature and to the Governor and Director of Finance no later than March 28, 2002.

LEGISLATION

SB 1777

(Continued)

PRIORITY REQUIREMENTS

A school district may establish a program to reduce class size in kindergarten and grades 1 to 3, inclusive, and that program shall be implemented at each schoolsite according to the following priorities:

- [1] If only one grade level is reduced at a schoolsite, the grade level shall be grade 1.
- [2] If only two grade levels are reduced at a schoolsite, the grade levels shall be grades 1 and 2.
- [3] If three grade levels are reduced at a schoolsite, then those grade levels shall be kindergarten and grades 1 and 2 or grades 1 to 3 inclusive. Priority shall be given to the reduction of class sizes in grades 1 and 2 before the class sizes of kindergarten or grade 3 are reduced.
- [4] If four grade levels are reduced at a schoolsite, then those grade levels shall be kindergarten and grades 1 to 3, inclusive. First priority shall be given to the reduction of class sizes in grades 1 and 2, second priority shall be given to the reduction of class size in kindergarten and grade 3.

It is the intent of the Legislature to continue to permit the use of combination classes of more than one grade level to the extent that school districts are otherwise permitted to use that instructional strategy. However, any school district that uses a combination class in any class for which funding is received pursuant to this chapter may not claim funding pursuant to this chapter if the total number of pupils in the combination class, regardless of grade level, exceeds 20 pupils per certificated teacher assigned to provide direct instructional services.

The governing board of a school district shall certify to the Superintendent of Public Instruction that it has met the requirements of this section in implementing its class size reduction program. If a school district receives funding pursuant to this chapter but has not implemented its class size reduction program for all grades and classes for which it received funding pursuant to this chapter, the Superintendent of Public Instruction shall notify the

Controller and the school district in writing and the Controller shall deduct an amount equal to the amount received by the school district under this chapter from the school district's next apportionment or apportionments of state funds to the district, other than basic aid apportionments required by Section 6 of Article IX of the California Constitution.

The Superintendent of Public Instruction shall develop a procedure to enforce subdivision (c) and shall incorporate that procedure as an integral part of the school district audit and compliance review conducted by the State Department of Education. The Controller shall include a provision appropriate to the enforcement of subdivision (c) in the audit guide required by subdivision (a) of Section 14502.

APPLICATION FOR FUNDING

On or before August 1, 1996, the Superintendent of Public Instruction shall develop a form for the applications by which school districts may apply for funding.

TEACHER TRAINING

School districts shall have a staff development program that requires any certificated teacher who will provide direct instructional services for a class participating in the school district's class size reduction program to receive the appropriate training necessary to maximize the educational advantages of class size reduction. This training shall include, but not be limited to, methods for providing each of the following:

- [1] Individualized instruction
- [2] Effective teaching, including classroom management, in smaller classes
- [3] Identifying and responding to pupil needs
- [4] Opportunities to build on the individual strengths of pupils

School districts may use funds currently received for staff development or funds received under this chapter to meet the requirements of this section. ■

LEGISLATION

SB 1789

An act to amend Sections 17742 and 17742.7 of, and to add and repeal Chapter 23 (commencing with Section 17770) of Part 10 of, the Education Code, relating to school facilities, making an appropriation therefore, and declaring the urgency thereof, to take effect immediately.

Signed by the Governor
July 1996

School Facilities: Class Size Reduction Facilities Funding

SUPERINTENDENT OF PUBLIC INSTRUCTION, SCHOOL DISTRICTS

This bill establishes the Class Size Reduction Facilities Funding Program for the purpose of assisting school districts with the facilities-related costs associated with reducing class size in kindergarten and grades 1 to 3, inclusive.

FUNDING

The Superintendent of Public Instruction will develop an application for funding under this bill by August 1, 1996, and would require school districts to submit an application for funding to the Superintendent of Public Instruction by October 1, 1996.

\$200,000,000 will be appropriated from the General Fund to the Superintendent of Public Instruction for allocation to school districts for the purposes of the Class Size Reduction Facilities Funding Program. From this sum, the Superintendent of Public Instruction would apportion to each applicant school district \$25,000 for each additional teaching station that needs to be established for the purposes of class size reduction that cannot be housed in existing teaching stations. Appropriation should be included in the amount appropriated by the state in the 1995-96 fiscal year for the purpose of meeting the state's minimum funding obligation to school districts and community college districts.

PROVISIONS

Provide for the manner of determining the area of adequate school construction in a school district at the time the district is applying for funding. The area of adequate school construction existing in an applicant school district does not include the portable classrooms made available to the district.

Exclude from the area of adequate school construction any classroom acquired or constructed and continuously used by the district primarily for the purpose of reducing class size in kindergarten and any of grades 1 to 3.

The area of adequate school construction existing in an applicant school district does not include any of the following:

- [1] Any portable classroom made available to the district under Chapter 25
- [2] In any school operated on a year-round schedule, any building area that has been in continuous use during the preceding five-year period primarily for the operation of any pre-school program or regular program
- [3] Any building area, not to exceed the area that is equivalent to one classroom per schoolsite, used to provide support services or provide integrated children's services
- [4] Any classroom acquired or constructed and continuously used by the school district primarily for the purpose of reducing class size in kindergarten or in any of grades 1 to 3, inclusive

APPLICATION REQUIREMENTS

The area of adequate school construction existing in the applicant school district attendance area, at the time of application shall be calculated pursuant to the following formula:

- [1] Identify by grade level all teaching stations existing in the school district or, where appropriate, the attendance area, as of January 1, 1993. For the purposes of this section, "teaching station" means any space that was constructed or reconstructed to serve as an area in which to provide pupil instruction.
- [2] Determine the maximum pupil loading figure for each grade level pursuant to the district pupil loading standards in effect on January 1, 1993.
- [3] Multiply the figure determined under paragraph (2) for each grade level by the number of teaching stations for the particular grade level, as determined under paragraph (1).
- [4] Multiply the product determined under paragraph (3) by the maximum area allowance established for that grade level under this article.

LEGISLATION

SB 1789

(Continued)

- [5] The sum of these computations for each grade level, as determined under paragraphs (1) to (4), inclusive, shall be the total area of adequate school construction existing in the district or attendance area pursuant to this formula.

BENEFITS

The reduction of class size in the early primary grades leads to significant and sustained improvement in the academic achievement levels of pupils. The Legislature is seeking an orderly and efficient transition to smaller class sizes in the 1996-97 school year. Accordingly, the Legislature has allowed school districts to delay implementation of a class size reduction program in the respective districts until February 16, 1997, but receive operational funding for the entire 1996-97 school year. ■



LEGISLATION

SB 1414

An act to amend Sections 17770, 17775, 17776, 46205, 52122, 52123, and 52124 of, to add Sections 37611.5, 52121.5, and 52122.5 to, and to add and repeal Section 17775.5 of, the Education Code, relating to class size reduction in public elementary schools, and declaring the urgency thereof, to take effect immediately.

Signed by the Governor
September 1996

Education: Class Size Reduction

SCHOOL DISTRICTS (INCLUDING CHARTER SCHOOLS)

This bill states that funds allocated under the Class Size Reduction Facilities Funding Program must be expended solely for the purpose of school facilities-related costs associated with the implementation of the Class Size Reduction Program.

The amount apportioned for each additional teaching station shall be increased by 15% for teaching stations if portable classrooms are used and the Superintendent of Public Instruction determines that the schoolsites require classrooms specially designed to accommodate a snow load.

Charter schools are eligible to receive funds and would be subject to the requirements of that program and would be required to employ teachers for purposes of that program who meet the requirements.

School districts applying for funds under Option One may request a 2-year authorization from the State Board of Education to have a teacher-pupil ratio that averages 1 to 20 provided certain conditions are met, including, among others, that the schoolsite or schoolsites are on a multitrack year-round calendar and that the school district includes a plan demonstrating to the satisfaction of the board that it will fully meet Option One requirements upon expiration of that authorization.

A school district or a charter school may not claim funding for any pupil who is enrolled in independent study for the full regular schoolday nor for any pupil enrolled in a program of home study for any portion of the day.

REQUIREMENTS

Option One: A school district shall provide a reduced class size for all pupils in each classroom for the total number of instructional minutes offered per day in each grade level for which funding is claimed.

Option Two: A school district shall provide a reduced class size for all pupils in each classroom for at least one-half of the instructional minutes offered per day in each grade level for which funding is claimed. Those instructional minutes must be devoted to the subject areas of reading and mathematics.

Commencing with the 1997-98 school year and each school year thereafter, the school district is required to certify that each certificated teacher employed for purposes of the program is providing direct instructional services to each pupil enrolled in the separate class to which the teacher is assigned; and that each reduced class is housed in a separate self-contained classroom, or that the square footage per pupil is not less than a specified average at the schoolsite for the 1995-96 school year.

FUNDING

The Superintendent of Public Instruction shall apportion to each applicant school district the sum of twenty-five thousand dollars (\$25,000) for each additional teaching station that needs to be established for the purposes of class size reduction that cannot be housed in existing teaching stations.

FUNDING EXCEPTIONS

Funds shall not be allocated to school districts for the purpose of assisting school districts in implementing Option Two.

Funds shall not be allocated to a school district if the school district fails to submit to the Superintendent of Public Instruction an application for funds by November 1, 1996.

If a school district receives funding, but has not implemented its class size reduction program for all grades and classes for which it received funding, the Superintendent of Public Instruction shall notify the Controller who will deduct an amount equal to the amount received by the school district for each class that the school district failed to reduce to a class size of 20 or fewer pupils from the school district's next principal apportionment or apportionments of state funds to the district, other than basic aid apportionments.

IMPLEMENTATION REQUIREMENTS

A school district may establish a program to reduce class size in kindergarten and grades 1 to 3, inclusive, and that program shall be implemented at each schoolsite according to the following priorities:

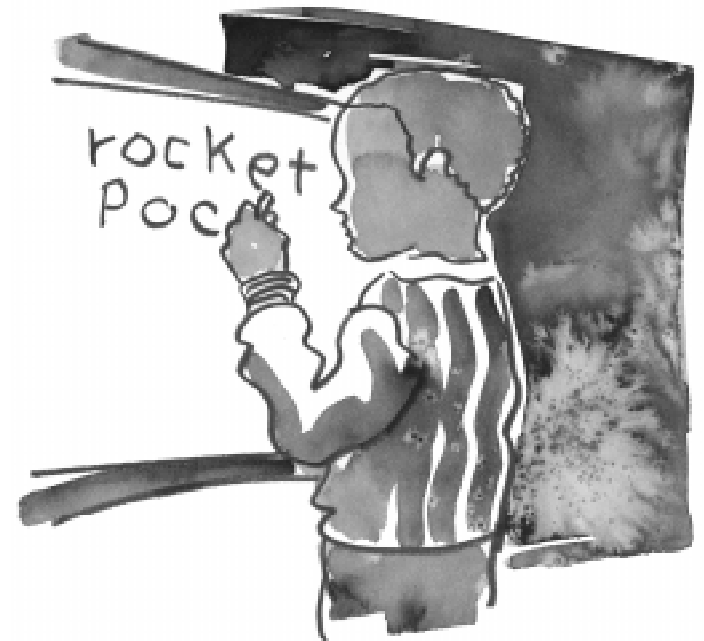
LEGISLATION**SB 1414***(continued)*

- [1] If only one grade level is reduced at a schoolsite, the grade level shall be grade 1.
- [2] If only two grade levels are reduced at a schoolsite, the grade levels shall be grades 1 and 2.
- [3] If three grade levels are reduced at a schoolsite, then those grade levels shall be kindergarten and grades 1 and 2 or grades 1 to 3, inclusive. Priority shall be given to the reduction of class sizes in grades 1 and 2 before the class sizes of kindergarten or grade 3 are reduced.
- [4] If four grade levels are reduced at a schoolsite, then those grade levels shall be kindergarten and grades 1 to 2. First priority shall be given to the reduction of class sizes in grades 1 and 2, second priority shall be given to the reduction of class size in kindergarten and grade 3.

POINTS TO REMEMBER

It is not the intent of the Legislature to disrupt or restrict early-late instructional programs for pupils in kindergarten and grades 1 to 8, inclusive.

“Full regular school day” means a substantial majority of the instructional minutes per day, but shall permit limited periods of time during which pupils are brought together for a particular phase of education in groups that are larger than 20 pupils per certificated teacher. It is the intent of the legislature that those limited periods of time be kept to a minimum and that instruction in reading and mathematics not be delivered during those limited periods of time. ■



LEGISLATION

AB 3075

An act to amend Section 44259 of the Education Code, relating to teacher credentialing.

Signed by the Governor
September 26, 1996

Teacher Credentialing

COMMISSION ON TEACHER CREDENTIALING

Any person who enters a program of professional preparation on or after January 1, 1997, would require that the minimum requirements for a multiple subject teaching credential or a single subject teaching credential also include satisfactory completion of a comprehensive reading instruction that is research-based and includes, among other things, the study of direct, systematic, explicit phonics, as defined in legislation.

FUNDING

This bill would appropriate \$100,000 from the General Fund to the Commission on Teacher Credentialing for the initial and ongoing personnel and operational costs of implementing that additional requirement for those teaching credentials.

CREDENTIAL REQUIREMENTS

The minimum requirements for the preliminary multiple or single subject teaching credential are all of the following:

- [1] A baccalaureate degree or higher degree, except in professional education, from a regionally accredited institution of postsecondary education
- [2] Passage of the state basic skills examination that is developed and administered by the commission
- [3] Completion of a program of not more than one year of professional preparation that has been approved or accredited on the basis of standards of program quality and effectiveness
- [4] Study of alternative methods of developing English language skills, including the study of reading among all pupils, including those for whom English is a second language. The study of reading shall meet the following requirements:
 - [A] Commencing January 1, 1997, satisfactory completion of comprehensive reading instruction that is research-based and includes all of the following:

- [i] The study of organized, systematic, explicit skills including phoneme awareness, direct, systematic, explicit phonics, and decoding skills
- [ii] A strong literature, language, and comprehension component with a balance of oral and written language
- [iii] Ongoing diagnostic techniques that inform teaching and assessment
- [iv] Early intervention techniques
- [v] Guided practice in a clinical setting
- [5] Completion of a subject matter program that has been approved by the commission on the basis of standards of program quality and effectiveness
- [6] Demonstration of a knowledge of the principles and provisions of the Constitution of the United States
- [7] The study of health education; training in cardiopulmonary resuscitation shall also meet the standards established by the American Heart Association or the American Red Cross
- [8] Study and field experience in methods of delivering appropriate educational services to students with exceptional needs in regular education programs
- [9] Study of computer-based technology, including the uses of technology in educational settings
- [10] Completion of an approved fifth year program after completion of a baccalaureate degree at an accredited institution

A credential that was issued prior to the effective date of this section shall remain in force as long as it is valid under the laws and regulations that were in effect on the date it was issued.

It is the intent of the Legislature that these requirements be applied only to persons who enter the program of professional preparation on or after January 1, 1997. ■

LEGISLATION

AB 1178

An act to add Section 44283 to the Education Code, relating to reading instruction, and making an appropriation therefore.

Signed by the Governor
September 26, 1996

Teacher Credentialing: In-service Training for Reading Instruction

COMMISSION ON TEACHER CREDENTIALING

Develop, adopt, and administer a reading instruction competence assessment to measure an individual's knowledge, skill, and ability relative to effective reading instruction.

Perform certain duties with respect to that assessment, including developing and administering the assessment and initially and periodically analyzing the assessment content.

Include among the requirements for issuance of the preliminary multiple subject teaching credential, successful passage of one of two specified components of the reading instruction competence assessment.

Establish and implement appropriate passing scores on the assessment.

Analyze possible sources of bias on the assessment.

Collect and analyze background information provided by first-time credential applicants who are not credentialed in any state who participate in the assessment.

Report and interpret individual and aggregated assessment results.

Convene a task force to advise the commission on the design, content, and administration of the assessment. Not less than one-third of the members of the task force shall be classroom teachers with recent experience in teaching reading in the early elementary grades.

Prior to requiring successful passage of the assessment for the preliminary multiple subject teaching credential, certify that all of the teacher education programs approved by the Commission offer instruction in the knowledge, skills, and abilities required by the assessment.

FUNDING

\$1,000,000 appropriation to the State Department of Education for reimbursement of costs incurred by the commission to develop a "Reading Instruction Skill Assessment."

CREDENTIAL REQUIREMENTS

Requirements for issuance of the preliminary multiple subject teaching credential shall include successful passage of one of the following components of the reading instruction competence assessment:

- [1] A comprehensive examination of the knowledge and skill pertaining to effective reading instruction of the credential applicant
- [2] An authentic assessment of teaching skills and classroom abilities of the credential applicant pertaining to the provision of effective reading instruction ■

LEGISLATION SB 1924

An act to amend Section 44262 of, and to add Sections 8208, 8244, 8360, 8360.1, 8363, and 44254 to, the Education Code, relating to teaching credentials.

Signed by the Governor
September 1996

Teacher Credentials

COMMISSION ON TEACHER CREDENTIALING

Establish standards for a restricted reading certificate to enable holders of a teaching credential to provide for early development of reading and language arts skills and the early correction of a pupil's reading difficulties. Issue a restricted reading certificate to holders of a teaching credential who meet the Commission's standards.

Each credential so issued shall be issued initially for a two-year period and may be renewed for a three-year period by the Commission upon the request of the governing board of the school district. ■

LEGISLATION SB 1568

An act to add Sections 44254 and 53023 to the Education Code, relating to education.

Signed by the Governor
September 1996

Education

COMMISSION ON TEACHER CREDENTIALING, SCHOOL DISTRICTS

Require standards for a restricted reading certificate and authorize a restricted reading certificate to holders of a teaching credential who meet the standards.

Require, for the 1996-97 fiscal year and each fiscal year thereafter, as a condition of receiving specified funding, the same level of expenditures on reading specialists that it expended in the 1995-96 fiscal year unless the governing board of the school district makes certain findings, as specified.

CERTIFICATE REQUIREMENTS

The standards and qualifications for the restricted reading certificate shall include, but not be limited to, demonstrated knowledge of the following:

- [A] Current and confirmed research in the teaching of basic reading skills, including research in ongoing, diagnostic techniques that inform teaching and assessment

- [B] Techniques for teaching basic reading skills that include direct instruction in phoneme awareness, direct systematic, explicit phonics, and comprehension skills

- [C] Early intervention techniques

- [D] Guided practice within a clinical setting

REQUIREMENT FOR FUNDING

A school district shall maintain the same level of expenditures on reading specialists that it expended in the 1995-96 fiscal year, unless the governing board of the school district, at a public hearing, finds that the district has redirected the funds to a higher direct instruction or classroom priority or a more cost-effective and research-based tutorial reading strategy, to assist poor readers. ■

LEGISLATION SB 316

An act to add and repeal Chapter 7 (commencing with Section 99300) of Part 65 of the Education Code, relating to postsecondary education.

Signed by the Governor
October, 1997

Student Academic Partnership Program

PARTICIPANTS

Enables school districts to provide preservice training to prospective teachers and to secure tutoring assistance for pupils in kindergarten and grades 1 to 6, inclusive.

RECIPIENT AGENCIES

Colleges and universities, including the respective campuses of the University of California, the California State University, and the California Community Colleges.

OBJECTIVES

1. To increase the number of tutors in kindergarten and grades 1 to 6
2. To raise the level of academic preparation and educational aspirations of pupils in kindergarten and grades 1 to 6, inclusive, through tutoring and positive role models
3. To assist students in meeting the costs of their college or university education by providing them with useful work in the public schools
4. To expose significant numbers of college and university students and other individuals to the possibilities of careers in teaching and provide them with classroom-based experience in preparation for this career choice
5. To promote greater sharing and cooperation among the public schools, colleges, universities, and the larger community in the task of improving pupil achievement

COLLABORATIVE PARTNERSHIPS

The legislature encourages collaboration among colleges and universities and schools maintaining kindergarten and any of the grades 1 to 6, inclusive, to determine community needs, discuss program goals, and coordinate efforts. Schoolsites are strongly encouraged to establish linkages and to coordinate schoolsite programs providing community service volunteers through other local and statewide programs.

FUNDING AVAILABILITY

Funding in 1998-1999 is \$5 million; this enactment will become inoperative on June 30, 2003. ■

LEGISLATION

AB 862

An act to add Article 7 (commencing with Section 18180) to Chapter 2 of Part 11 of the Education Code, relating to school libraries, making an appropriation therefore, and declaring the urgency thereof, to take effect immediately.

Signed by the Governor
August, 1998

California Public School Library Act

PARTICIPANTS: PUBLIC SCHOOL LIBRARIES

Qualifying school districts can receive grants for the purpose of improving school libraries.

RECIPIENT AGENCIES

School districts will develop a district-wide school library plan in order to receive the funds.

ELIGIBILITY CRITERIA

The school libraries must be staffed by qualified librarians and have adequate numbers of up-to-date library books, resource materials, and media centers.

FUNDING AVAILABILITY

The sum of \$158.5 million dollars (\$28 per ADA) appropriated in the Annual Budget Act to the California Public School Library Protection Fund will be apportioned to the school districts that apply and meet the requirements specified in the bill. ■

Special Session

LEGISLATION

AB 2X

Governor Gray Davis,
Spring, 1999

Reading Program/Teacher and Principal Preparation Programs

PURPOSE

Provide funding for schools to significantly improve reading skills and the enjoyment of reading.

ESSENTIAL ELEMENTS

- Reading Professional Development Institutes will train up to 6,000 beginning teachers to teach reading. The University of California will work in partnership with the California State University and independent universities to provide comprehensive and professional development activities to school teams who will receive training in the most effective strategies for teaching reading and testing students' reading skills.
- The Teacher Scholars Program will be a 15-month master's level program for potential teachers. Participants will be recruited from among the most talented students at our most competitive universities, and be provided with full, privately-funded scholarships. In return, graduates must commit to teach for at least four years in our most difficult-to-staff schools.

- The Principal Leadership Institute will be a two-year Administrator Program, culminating in the award of at least a master's degree.
- The Call to Action Reading Campaign will encourage all Californians to do their part to promote achievement in reading.

FUNDING

Provides \$94 million to fund all of the programs outlined in the bill. ■

Publishing Information

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**California
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